Chrisney Elementary School

School Profile and Improvement Plan 2020–21

Lori Hermann, Principal

Learning, Respecting, Striving . . . Achieving Beyond the Standard!

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School Improvement Committee

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Superintendent

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North Spencer School Corporation Mission Statement

As a community, the North Spencer County School Corporation pledges to:

- Ensure a safe and inviting environment.
- Provide programs and activities that meet the needs of all students.
- Employ, develop, and keep the highest quality employees.
- Involve community members as active partners.

To this mission we commit our resources.

Chrisney Elementary School Vision Statement
Chrisney Elementary:
Where all students are
learning, respecting, striving . . .
achieving beyond the standard!

Chrisney Elementary Mission Statement:

At Chrisney Elementary it is our mission to provide each student with the best curriculum and instruction available and to support each student in maximizing his or her potential as a future member of our community.

Chrisney Elementary Belief Statements

1. We believe each student should be actively engaged in a learning environment where by they connect, share and expand their learning experiences so they attain lifelong achievements.
2. We believe that students, parents, extended families, educators and the community
share in the responsibility for learning.
3. We believe students should be provided with maximum opportunities for emotional, social, physical, and creative growth.
4. We believe in high expectations for both academics and behavior.
5. We believe in and value students and their families.

Chrisney Elementary Profile

Chrisney Elementary is located in Chrisney, Indiana. The school serves students from the southwestern section of the North Spencer School Corporation. The current enrollment at Chrisney is 198 students whose education has been placed in the hands of 12 full time, along with 9 teaching assistants and a principal. Chrisney Elementary follows the inclusion model for special education in providing services to approximately 18% of the student population and receives special education support services from the Dubois, Spencer, Perry Special Education Cooperative. Approximately 51% of the students qualify for free or reduced lunch and textbook assistance. In addition, 30% of the student body meets the guidelines for eligibility for the Title I program. Chrisney Elementary continues to experience declining enrollment.

The school day at Chrisney Elementary begins with the arrival of students at 7:20. Instruction begins at 7:45 and ends at 3:00. This lengthy school day provides uninterrupted blocks of time for instruction and opportunities for special area classes: music, physical education, art, technology and library. In addition, remediation and intervention blocks are strategically placed throughout the day in order to provide individualized instruction. This also allows for the implementation of Response to Intervention.

Chrisney Elementary has met AYP in every category each year since its inception. In addition, the Indiana Public Law 221 status of the school has consistently been identified as exemplary. The school has also received a grade of an "A" from the Indiana Department of Education.

The profile of the school is continuously updated and analyzed for significant changes. In addition, the vision, mission and belief statements are revisited each year with input from all stakeholders. ALL decisions are made with the vision, mission and belief statements in mind.

Parental Involvement
Through the encouragement of the school staff, parents are becoming volunteers during the school day by reading to students, assisting the teachers, tutoring, and coaching extra curricular activities. The parent/teacher organization (PTO) is very committed to the school. The PTO has formed parent committee groups who meet regularly to improve the educational experiences of the students. These committees include groups with a variety of focuses: student recognition, school improvement, celebrations, fundraising, outdoor education, and volunteer coordination. Each year the PTO also provides the classroom teachers and the school with additional funding for school events and supplies.

Chrisney Elementary has increased parent involvement in the school setting through monthly family nights. Parents are offered training and discussion opportunities in the community room dealing with parental and academic issues. These are led by a variety of school-related personnel and various community groups such as the local Optimist Club. The community room has been established for use by parents and community organizations. It contains parent resources, interactive materials and games for parent and community use. In addition, information to enhance parent involvement occurs in a multitude of ways: Thursday Folders, newsletters, benchmark assessment scores, monthly dibels progress monitoring sheets, a school based website, Twitter, Facebook, Remind, staff email and voice mail, monthly calendars, menus, PTO meeting minutes, and a parent-student handbook.

The staff also communicates with parents through a quarterly individual standards-based progress reports. This report was developed through a committee of teachers, parents, and administrators throughout the district. This progress report allows parents to see how a child is performing in regards to individual state standards each quarter. Progress ratings reflect independent grade level knowledge demonstrated by the student.

Twice a year parents have the opportunity meet with their child's teacher (Fall/Spring) to discuss academic progress. Attendance in the Fall is for every student and attendance percentages are 96% or higher each year. The Spring conference is held per parent and/or teacher request and is limited due to time and availability. Our students with the greatest need are given first priority for a conference slot. In addition, the staff strives to communicate with parents via email, in person, over the phone, through voicemail and through written correspondence. Global Connect is also used as a means of communication. This system is used to notify families of school cancellations, meetings, and special events.

Each year two surveys are sent home to parents: a Title I survey for parents of students in grades K-3 and an overall school program survey for parents of students K-6. The results of these surveys allow the staff to gain insight into the perceptions of the parents in regards to curriculum, instruction, student behavior, school growth, communication and overall concerns, strengths and weaknesses. The information gained is used to modify communication and/or school focus and discussion. These surveys have been invaluable.

Technology
Technology is an integral part of the school. It is used to communicate, monitor, document, instruct, and assess. Technology assists in the monitoring and documenting of student performance and instructional effectiveness in the following ways:
- Students are tested three times per year using the DIBELS assessment tool to measure levels of fluency and help identify remediation needs. Computer generated progress monitoring graphs are sent home to communicate student performance.
- Benchmark results and remediation are documented on-line to provide accurate and time saving reports allowing more time to be spent with students.
- Quarterly benchmark and Standards-based progress reports are documented on-line and sent home to parents.
- Reading comprehension is being assessed and reported to parents monthly in grades 1-6 through the use of an online tool, SRI – Scholastic Reading Inventory. The results are also used to determine guided reading groups and focus.
- I-Ready Math and Reading is utilized as an assessment and remediation tool for students in grades 3-6.
- Teachers and the principal maintain email addresses to enhance the communication with parents and community members.
- The school website provides a wealth of information for parents and community members such as: vision, beliefs, information regarding each grade level, helpful educational links, and our school improvement plan.
- Wireless networking allow teachers to use 1:1 technology in their classrooms to enhance classroom curriculum.

- Document cameras, LCD Projectors, mobis, and Smartboards are available to faculty and students for use during instruction and are currently placed in all classrooms.
- Curriculum maps and benchmarks that have been created at district grade level curriculum meetings are available to teachers through a web based curriculum site.
- iPads and/or Chromebooks are in every classroom. The number of ipads, chromebooks, desktops, and laptops gives us a 1:1 ratio of students to devices.

Professional Development and Curriculum
Professional development is prominent in the North Spencer County Schools. Curriculum mapping among all grade levels has led to the use of benchmark assessments corporation-wide. The curriculum mapping was completed and continually revised within grade levels and across grade levels in order to define the continuum of learning in the schools. Next, benchmark assessments were established at each grade level for each of four grading periods. These are grade level expectations for students in specific aspects of writing, reading, math, and problem solving. Teachers use benchmark assessments to evaluate learning and teaching, and to identify skills that need remediation. The corporation considers the process ongoing; therefore, reports at the end of each grading period are required and discussion meetings among teacher groups are held to determine benchmark assessment effectiveness. This has been made to be even more relevant with the creation of on-line reporting. Each grade level team from across the district meets two to three times per year. The products (curriculum maps, benchmark checklists, etc.) created from these opportunities, along with the state standards, form a strong curriculum and are maintained in the classroom by individual teachers. Ongoing professional development allows the staff to continuously update and improve the curriculum.

All teachers at Chrisney Elementary participate in a weekly 30-minute Professional Learning Community.   Meetings focus on the areas of reading, math and writing, as well as, our current school improvement goals. The strategies and practices that are used to improve teaching are research based and considered best practice. These strategies are modeled, discussed, and validated through the discussion and use of actual classroom artifacts. Teachers analyze ISTEP+ results, including student samples, to reflect on the effectiveness of current classroom strategies, as well as to point out any obvious gaps in student performance.

The Chrisney Elementary staff utilizes professional development resources to provide additional internal professional development. Staff members utilize this time in ninety-minute blocks to ensure consistency in scoring writing, scaffolding curriculum, such as vocabulary and extended response expectations, and assessing students through DIBELS. This type of professional development is always timely, relevant and focused on overall improvement of curriculum and instruction. In addition, our district spends a great deal of time developing a foundation of understanding in regards to identification and instruction of identified high ability students.

External and internal professional development opportunities are consistently utilized to provide support for ongoing school improvement. Decisions regarding professional development time, money, and resources are made collaboratively among the staff. The importance of staff development does not stop with the certified teaching staff. The instructional assistants also receive regular professional development on current and relevant topics. Additionally, they are an integral part of the remediation and intervention processes. Their input and continued training is invaluable to our program and success. With the help of Title I Funding staff members are able to attend external Professional Development.

Leadership

Chrisney Elementary is under the leadership of Lori Hermann. Mrs. Hermann strives to provide direction and allocates the resources needed to provide quality learning experiences. Mrs. Hermann allows for staff, family, and community input when making decisions on school improvements. Additionally, she spends a considerable amount of time discussing results, instruction, and remediation with every staff member individually, and grade level teams. This allows continuous professional development and the creation of a seamless approach to teaching and learning at Chrisney Elementary.

The entire staff provides leadership throughout the building, and across the curriculum and regarding instruction. While there are appointed volunteer teacher representatives on each established committee, the master schedule allows each teacher the time and flexibility to serve on the Inclusion Team, School Improvement Team, Building Discussion Team, and the Documentation Team. These teams ensure consistent communication, growth, and progress is taking place throughout the school year.

Each morning Mrs. Hermann greets all students as they are entering the school and gathers the entire student body together to celebrate the accomplishments of the students. The accomplishments are as diverse as the student population. This is also a time where students read and eat together, seek out peer tutoring, provide leadership within the building and participate in Minds in Motion. This is a valued part of our school day and helps to ensure that our students start their day off on the right foot.

We have also have received a grant (Welborn HEROES Grant) that allowed us to monitor our school wellness and fitness. Students now have the option to run in the morning before school. Students chart their laps to keep track of their total mileage. The grant also allows for students to be provided with more fresh fruit and vegetables.

Safe and Disciplined School and Curriculum

Staff members at Chrisney Elementary strive to create an environment that is friendly, safe, and well maintained. Therefore, visitors, substitute teachers, volunteers, and staff can be confident that their stay will be comfortable and safe. A safe and regulated environment has been created through a common rule base, information dissemination, and practice via drills and reminders, and daily bulletins via email. The spring of 2008 brought the installation of a camera and intercom system. This was done to ensure everyone who entered the building did so with the best interest of our school in mind. In 2015 all staff members where given a magnetic key card with photo to be used to access entrance to the building. This was done to ensure the safety of students and staff members.

State Standard Booklets and North Spencer School Corporation Curriculum Maps and Benchmarks are accessible and utilized in each classroom. The sharing of teaching materials is accepted, practiced and encouraged at Chrisney Elementary. In addition to curriculum maps and benchmarks, the staff has also developed common practices in regards to literacy, vocabulary, math and the communication between school and home. These have also resulted in a documented plan of action. The school has also provided the opportunity for several Cadet Teachers from Heritage Hills High School to experience actual participation in classrooms on a daily basis under the supervision of the elementary classroom teachers.

In addition to the ILearn test given in grades 3-6, locally developed Corporation Benchmarks are given in reading, writing, and math at determined grade levels. These assessments are aligned to state Standards and are given quarterly. Chrisney Elementary also utilizes the DIBELS test developed by the University of Oregon to monitor early literacy skills and fluency in grades K-6 and I-Ready (Curriculum Associates) to monitor and inform instruction in reading and math. Benchmark and DIBELS test results are shared with parents quarterly to ensure consistent communication. Student Data Notebooks were created by the teachers and students to ensure that each child can monitor his or her own academic growth. The notebook contains writing samples, DIBELS, benchmark sheets, and comprehension scores. The notebook is moved from grade to grade as the child progresses through Chrisney Elementary. SRI, a measure of reading comprehension, and i-ready are also given throughout the year. SRI is given monthly with students tracking their own data and parents receiving Action Reports. I-ready is given three times per year. Reports are sent to parents each time and students are tracking their progress in data notebooks.

Chrisney Elementary is a school where individual differences are accepted and respected. The faculty and staff also place a great deal of importance on developing a climate where self-esteem is built and good behavior is rewarded. There is a strong conscious effort to provide consistent, fair discipline that focuses on helping students make good choices and to do their very best at all times. Students are recognized and rewarded for being good role models monthly and for strong academic performance quarterly. Additionally, students are recognized daily in the morning assembly. Our school sets high expectations for learning and behavior. Students are also given the opportunity to learn and demonstrate leadership and responsibility skills by participating in many leadership activities and job assignments. These opportunities allow the students to take ownership of their learning, behavior and school as a whole.

We are a full inclusion school student with Individualized Education Plans receive the needed support within the general education classroom from the regular education teacher, the trained support staff and the licensed, highly qualified special education teacher.

The staff strives to provide an environment where all students can and do learn. A wide variety of interventions are implemented to help students achieve. Each grade level provides daily guided reading instruction for every level of student. Also, teachers are gaining in their knowledge to differentiate instruction in all subject areas within the classroom. Teachers use several methods of grouping when instructing students such as guided reading groups, small groups of 2-6, partnering by skill and/or ability level or individual. Teachers strive to ensure that every student is engaged and responding throughout a lesson. Students interact with leveled readers in science, social students and reading. Small group math instruction meets the needs of varying levels of students within the classroom so that they can receive instruction based on their needs and at their own pace. In addition, all classrooms have implemented a differentiated, guided math approach to teaching. All instruction is delivered with the Gradual Release of Responsibility model in mind.

All grade level teachers use the DIBELS assessment to help identify student's oral reading fluency level and in certain grade levels DIBELS is also used to assess a student's performance in phonics and phoneme segmentation. (In 2012, SRI was utilized to inform comprehension, too.) From this data students are placed in intervention groups where they receive additional support during guided reading. An additional 30 minutes of intervention is provided at the end of the day

when teacher instruction has ended for the day. Within the classroom, teachers remediate students who have achieved grade level proficiency on the benchmarks in language arts and math. These students are reassessed on these skills until they reach mastery. Parents receive notice of how their child is performing on DIBELS assessments and on the grade level benchmark assessments monthly and quarterly. Writing instruction occurs in a writing workshop format so that instruction is customized for individual student needs. Remediation of writing occurs within the workshop format.

The staff also uses the Response to Instruction model to assist in the development and monitoring of instruction for students in need.   The Intervention team consisting of classroom teachers, principal, school psychologist, nurse, speech therapist, special education teacher and school counselor meet monthly to discuss students who are not achieving in the classroom despite multiple attempts to change and differentiate by the teacher. The team brainstorms and selects interventions to put in place to enhance the success of the student. Progress is monitored by the individual classroom teacher and reported back the team so that informed decisions can be made. Parents are informed of the need for intervention by the team and progress is also communicated.

The time out policy for Chrisney Elementary: The purpose is for the student to regain control of his/her emotions/behavior before returning to the general education classroom. It is not designed for formal seclusion or restraint.

Other programs implemented during the school year at Chrisney Elementary to improve the educational experiences of all students regardless of background, demographics, or ability include:

Daily Student Announcement	Optimist Tutoring by High School Seniors
Academic Bowl	Field Trips
High Ability Enrichment	Band – 5th and 6th
Running Club	Speech Contests
Essay Contests	Science Night
D.A.R.E	Community Library visits
6th grade Leadership	Red Ribbon Activities
President's Physical Fitness	Targeted Assistance School Program
Choir	Destination Imagination
Circle the State with Song	Lego Robotics
Partnership with Southern Hills Counseling	Job Shadowing Opportunities
6th Grade/Kdgn. Buddies	Field Day
Coat A Kid	Student Council
Volunteers	Wrap-Around Services
Celebration Assemblies	PTO
Healthy Snack Store	Student of the Month Celebrations

Banana Splits (support group for students from divorced families)

Unique Local Insights of Chrisney Elementary

1. **Benchmarks and Assessments** were developed locally with the encouragement of the North Spencer School Corporation.   These benchmarks and assessments were created by grade level teams and are reviewed and updated yearly to ensure alignment with state standards. They also provide quarterly reports to assist in the planning of remediation.
2. A **Progress Report** based on the Indiana Academic Standards has been developed and implemented at the elementary school to communicate student progress. The standards

are assessed on a four point scale with no letter grades present. These reports are reviewed yearly and updated as needed.

3. Through **Curriculum Mapping,** progression and consistency in curriculum are being maintained. Teachers from all grade levels meet in sessions, elementary and secondary. After comparing curriculum from grade to grade, a continuum aligns the journey from kindergarten through high school graduation.

4. The school campus is **Accessible to the Community** in a variety of ways. Chrisney Elementary School sits on a campus totaling 26 acres**.** Today the acreage includes the school, playground, outdoor lab, walking path, community library and baseball field. The property is used by townspeople for play and exercise. The ball field is used during spring and summer for softball and baseball games. In the fall, the corporation intramural football practice is held on site. Indoor facilities are used for various kinds of community meetings and extracurricular practices. The community library is used and a variety of different ways. Students visit both during and after school to check out books and for extra support with their academics. The library is available for community meetings and adult education classes.

Data Utilized throughout Document and within School Improvement Process

Our assessments include both the standardized ILearn exam, DIBELS early literacy assessment from the University of Oregon, as well as locally developed, corporation designed benchmarks and comprehension assessments and much more. The data obtained from these and other assessments are continuously gathered and analyzed. New information derived from this data is then used to drive instruction and change goals, strategies, and interventions to better meet the needs of all students. In addition, a monthly plan of communication regarding assessment and progress has been developed to allow parents and all other stakeholders to see areas of focus, growth, and need. (See appendix.) Assessments utilized to inform instruction and individual student growth include:

ILearn
K-6 teachers utilize ILearndata to identify student strengths and weaknesses in meeting State standards. The staff analyzes ILearn results in order to make informed decisions regarding grade level growth and direction as well as school wide growth and direction. Individual remediation plans are also established. The principal meets with the Parent School Improvement team, the entire parent community and individual parents to discuss results, too.

Benchmarks
District-wide benchmarks are aligned to the current Indiana State Academic Standards and corporation expectations. Benchmark results assist in monitoring the grade level academic growth of every student. They also guide remediation needs.
DIBELS

Dynamic Indicators of Basic Early Literacy Skills assessments are given 3 times per year to every student to monitor key areas of literacy development: phonics, fluency and phoneme segmentation.. Progress monitoring takes place monthly for eligible students as a way to monitor growth and intervention.

I-Ready (Curriculum Associates)
This assessment is given 3 times per year in ELA and math. The results assist us in guiding instruction and remediation, as well as in our communication to parents about a child's growth.

DRA – Phonics Assessment K-3
Researched based tool which gives insight into the development of a student's phonics skills. Data is utilized to target instruction during guided reading.

SRI –
The SRI or Scholastic Reading Inventory is an online tool that measures a child's comprehension in terms of lexile points. Students are given this assessment monthly. Results are used to monitor progress and guided reading groups.

Writing Prompts
Teachers give and score writing prompts using the Indiana Writing Rubric through a table grading process. Prompts are also maintained within each students data notebook.

Kingore Observation Inventory K-3
K-3 teachers use the KOI to identify potential high ability students in seven categories of observable behaviors. This information is reported to the central office for further monitoring and identification.

CoGat Assessments K&2
Cognitive Abilities Test is a norm-referenced test that tests students' reasoning skills and problem solving ability. It provides a verbal, non-verbal, and quantitative score for each student. This test is used as an additional measure to determine potential high ability student identification.

SAGES
SAGES is used as a piece for identifying students for high ability students in language arts, social studies, math, and science.

Iowa Achievement Tests Gr. 3
The Iowa Achievement Test of Basic Skills is given to all third graders to help with the identification of high ability students.

WIDA Assessment K-6
WIDA is administered to any student where English is the second language until a profiency level is reached and maintained. Results of this assessment are kept by the classroom teacher and within the child's permanent student record.

Presentation and Analysis of Student and Trend Data

Chrisney Elementary began a study of the school by first looking at the student enrollment at Chrisney Elementary over the last 8 years. Chart 1 shows the enrollment has steadily declined during this period. Declining enrollment presents many different issues: teacher mobility stands out as the issue that impacts our school the most. The number of students attending Chrisney Elementary has plateaued school years. This, however, does not reflect the number of students gained and lost throughout the year as a result of the mobility rate that fluctuates between 30-40%.

Approximately 20% of the total school enrollments are Special Education Students each year with the largest percentage of these students being those with a learning disability or OHI (other health impairment) label, but students classified as having an Emotional Disorder are on the rise. It should also be noted that more than 3 students receive speech services each year. Attendance at Chrisney Elementary School has exceeded the state average each of the past 4 years. There is very little ethnic diversity with 97% of the students identified as White/Caucasian. It is important to note that 50% of the Chrisney Elementary students receive financial assistance from the State of Indiana for meals and textbooks. The average classroom size is 25 students and varies year to year due to declining enrollment and mobility.

Year	2013	2014	2015	2016	2017	2018	2019	2020
Enrollment	183	193	201	210	208	210	198	209

Student Enrollment – Chart 1

ILearn Test Data

The new ILearn assessment, given in 2019 for the first time as increased rigor. Data is being analyzed, but a trend has not yet been determined. Math continues to be a strength when compared to ELA.

<u>English/Language Arts</u>

3rd Grade	2019	2020	2021
Percent Proficient	71%	N/A	
State Average	46...3%	N/A	

4th Grade	2019	2020	2021
Percent Proficient	79%	N/A	
State Average	45.8%	N/A	

5th Grade	2019	2020	2021
Percent Proficient	58%	N/A	
State Average	47.5%	N/A	

6th Grade	2019	2020	2021
Percent Proficient	45%	N/A	
State Average	47.8%	N/A	

Mathematics

3rd Grade	2019	2020	2021
Percent Proficient	93%	N/A	
State Average	58.7%	N/A	

4th Grade	2019	2020	2021
Percent Proficient	88%	N/A	
State Average	54%	N/A	

5th Grade	2019	2020	2021
Percent Proficient	74%	N/A	
State Average	47.8%	N/A	

6th Grade	2019	2020	2021
Percent Proficient	77%	N/A	
State Average	46.4%	N/A	

ISTEP Test Data

The new ISTEP assessment, given in 2015 for the first time, reflected the new standards as well as increased rigor. Data is being analyzed, but a trend has not yet been determined as there is insufficient data to draw large scale conclusions. Standard frequency distribution show lower scores in the area of comprehension as compared to writing. Math continues to be a strength when compared to ELA, but this gap is closing.

Grade 3 Percent Passing ISTEP+ Math – Chart 2

Chart 2 identifies the percentage of students in grade 3 at Chrisney Elementary who met or exceeded the state average for the Math Standard on the ISTEP+. The students at Chrisney Elementary have met and exceeded the state average the past 5 years.

3rd Grade	2012	2013	2014	2015	2016	2017	2018
Percent Passing	95	93	100	83	93	100	93
State Percent Passing	73						

4th and 5th Grade ISTEP+ Math – Chart 3

Chart 3 identifies the percent of students in grades 4 and 5 who passed the ISTEP+ Math section as compared to the state average. Fourth and fifth grade results were consistently above the state average each year.

4th Grade	2012	2013	2014	2015	2016	2017	2018
Percent Passing	96	95	96	83	86	88	94
State Percent Passing	73						
5th Grade	2012	2013	2014	2015	2016	2017	2018
Percent Passing	91	93	90	92	83	85	91
State Percent Passing	78						

Grade 6 – Percent Passing ISTEP+ Math - Chart 4

Chart 4 identifies the percentage of students in grade 6 at Chrisney Elementary who met or exceeded the state average for the Math Standard on the ISTEP+ . The students at Chrisney Elementary have met and exceeded the state average the past 5 years.

6th Grade	2012	2013	2014	2015	2016	2017	2018
Percent Passing	100	100	94	65	88	70	79
State Percent Passing							

Grade 3 – Percent Passing ISTEP+ Lang. Arts – Chart 5

Chart 5 identifies the percentage of students in grade 3 at Chrisney Elementary who met or exceeded the state average for the Language Arts Standard on the ISTEP+. The students at Chrisney Elementary have met and exceeded the state average every year.

3rd Grade	2012	2013	2014	2015	2016	2017	2018
Percent Passing	100	97	100	87	87	86	93
State Percent Passing	77						

4th and 5th Grade ISTEP+ Language Arts – Chart 6

Chart 6 identifies the percent of students in grades 4 and 5 who passed ISTEP+ English Language Arts section as compared to the state average. Fifth grade results remained consistent while fourth grade scores demonstrated a slight decrease.

4th Grade	2012	2013	2014	2015	2016	2017	2018
Percent Passing	96	89	96	100	92	62	84
State Percent Passing	76						
5th Grade	2012	2013	2014	2015	2016	2017	2018
Percent Passing	91	90	90	88	83	74	76
State Percent Passing	72						

Grade 6 – Percent Passing ISTEP+ Lang. Arts Standard – Chart 7

Chart 7 identifies the percentage of students in grade 6 at Chrisney Elementary who met or exceeded the state average for the Language Arts Standard on the ISTEP+. The students at Chrisney Elementary have met and exceeded the state average each of the 5 years.

6th Grade	2012	2013	2014	2015	2016	2017	2018
Percent Passing	100	100	90	78	76	75	71
State Percent Passing	72						

3rd Grade English Language Arts Scored by Standard – Chart 8

We are currently monitoring the lower percent passing scores in Non-fiction text.

3rd Grade	Standard 1 Vocab.	Standard 2 Rdg. Comp.	Standard 3 Lit. Response	Standard 4 Writing Process	Standard 5 Writing App.	Standard 6 Lang. Conv.
2012	100	100	100	100	100	100
2013	100	100	100	100	100	100
2014	100	96	100	100	100	100
2015	N/A	96	87	87	N/A	91
2016	N/A	80	83	90%	N/A	90%
2017						

4th Grade English Language Arts Scored by Standard – Chart 9

Fourth Grade results when broken down by standard indicate low and inconsistent percent passing scores with the Writing Standards and Language Conventions.

4th Grade	Standard 1 Vocab.	Standard 2 Rdg. Comp.	Standard 3 Lit. Response	Standard 4 Writing Process	Standard 5 Writing App.	Standard 6 Lang. Conv.
2012	96	96	93	96	96	96
2013	89	89	95	89	89	89
2014	100	93	93	96	100	100
2015	N/A	100	96	100	N/A	100
2016		96	92	88		84
2017						

5th Grade English Language Arts Scored by Standard – Chart 10

Fifth grade results when broken down by standard indicate inconsistent scores, but a weakness in literary text and writing.

5th Grade	Standard 1 Vocab.	Standard 2 Rdg. Comp.	Standard 3 Lit. Response	Standard 4 Writing Process	Standard 5 Writing App.	Standard 6 Lang. Conv.
2012	96	87	87	96	96	96
2013	93	100	100	93	100	100
2014	86	90	90	81	90	86
2015	N/A	83	79	92	N/A	83
2016		76	90	84		83
2017						

6th Grade English Language Arts Scored by Standard – Chart 11

Sixth grade scores were consistent.

6th Grade	Standard 1 Vocab.	Standard 2 Rdg. Comp.	Standard 3 Lit. Response	Standard 4 Writing Process	Standard 5 Writing App.	Standard 6 Lang. Conv.
2012	91	96	96	100	100	100
2013	100	100	96	100	100	100
2014	87	93	90	93	93	93
2015	N/A	83	78	78	N/A	78
2016		76	76	76		72
2017						

Disaggregation of ISTEP+ Writing Development

The disaggregated ISTEP+ results for 3rd and 6th grade indicate that males and females are demonstrating similar success on this assessment. Beginning in the 2008 school year, students identified as free/reduced and students identified as being paid in regards to their social economic status received similar scores with no significant difference being noted. However, the results do indicated a difference in the performance level of the regular education students and the special education. It is important to note the small number of special education students when noting differences.

Disaggregated ISTEP+ Results for 3rd Grade Writing Development – Chart 12
Third grade scores show a significant decrease a between 2013 scores and any other year, but little discrepancy among subgroups.

Disaggregated Data 3rd Grade ISTEP+ Writing Development Percent Passing						
Year	Male	Female	Reg. Ed.	Spec. Ed.	Free/ Reduced	Paid
2012	90	100	100	100	90	100
2013	68	73	71	62	69	71
2014	73	83	100	68	75	86
2015	33	86	52	38	58	73
2016	33	25	34	22	28	33
2017	24	20	24	16	18	24

Disaggregated ISTEP+ Results for 6th Grade Writing Development – Chart 13
Sixth grade scores are consistently higher among the subgroups as compared to the third grade subgroup breakdown. However, while minor discrepancies are still present.

Disaggregated Data 6th Grade ISTEP+ Writing Development Percent Passing						
Year	Male	Female	Reg. Ed.	Spec. Ed.	Free/ Reduced	Paid
2012	100	100	100	100	100	100
2013	100	92	100	80	89	100
2014	72	83	90	60	82	84
2015	33	57	43	29	36	63
2016	28	34	35	0	50	28
2017	14	16	29	0	20	11

Disaggregated ISTEP+ Results for 3rd Grade Reading Comprehension – Chart 14

Third grade scores between all subgroups do not indicate significant gaps beginning in 2008.

Disaggregated Data 3rd Grade ISTEP+ Reading Comprehension Percent Passing						
Year	Male	Female	Reg. Ed.	Spec. Ed.	Free/ Reduced	Paid
2012	100	100	100	100	100	100
2013	95	100	100	90	94	100
2014	100	96	94	75	100	84
2015	80	84	90	82	92	84
2016	78	82	86	75	84	71
2017						

Disaggregated ISTEP+ Results for 6th Grade Reading Comprehension – Chart 15

Scores vary from year to year between and among the subgroups. Scores remain consistent for females, paid, and regular education students

Disaggregated Data 6th Grade ISTEP+ Reading Comprehension Percent Passing						
l Year	Male	Female	Reg. Ed.	Spec. Ed.	Free/ Reduced	Paid
2012	96	100	100		100	96
2013	100	92	100	100	89	100
2014	87	82	100	70	78	90
2015	62	80	92	54	67	88
2016	68	76	88	40	65	84
2017						

Local Data: Dibels, Prompt Writing

Another source of information was the North Spencer County School Corporation Benchmark Scores. The scores as noted on Charts 20, 21, 22, & 23 indicate a consistent level of performance in the area of writing from year to year. The same North Spencer County School Corporation Benchmarks were used to obtain information in the area of reading comprehension. The scores, as noted on Charts 24, 25, 26, & 27, indicate growth with a consistent level of performance from year to year with slight decreases in 2013.

Chrisney Elementary Staff has also noted on Charts 16, 17, 18, & 19 the results of the school wide writing prompts. The results indicate that the percentage of students receiving a 4 or higher on the Indiana Writing Rubric fluctuates among subgroups with free/reduced having a lower passing rate.

Benchmark writing prompts and school wide writing prompts are scored using a method call Table Grading.
"Table Grading" works in the following manner:
- 2-3 teachers score prompts together.
- Each teacher reads a piece of student work and records a holistic score they feel best reflects the writing. This score is not seen by the other teacher(s) in the group.
- The paper is then passed to the next teacher in the group who also scores the paper, keeping the score private.
- Once the teacher in the group scored the paper, the scores given by the individual teachers are revealed.
- Teachers then discuss reasons for the given score and reach consensus on the score that most accurately represents the piece of writing.
- When a decision cannot be reached, an additional person is brought into the conversation until consensus is obtained.

Accuracy and validity are achieved through the Table Grading process, the use of anchor papers, and the continued training and review on a yearly basis of prompt writing and the use of the Indiana Writing Rubric.

Information was also gathered from the Dibels (Dynamic Indicators of Basic Early Literacy Skills) an index of early literacy skills developed by the University of Oregon. This information gave Chrisney Staff a look at the fluency skills of the K-6 students. Approximately 20% of the students at Chrisney Elementary received fluency scores below their current grade level as noted in Charts 28, 29, 30, 31, & 32. Results in 2013 brought a significant decrease and is cause for monitoring.

School-wide Prompt Writing

In order to provide students with the appropriate practice for writing to a prompt in a set amount of time and to assess a student's independent writing ability, North Spencer's students participate in prompt writing assessments throughout the school year. These assessments, designed for each grade level, require students to respond to a writing prompt modeled after the ISTEP+ in a 55

minute time period. The teachers, using the Indiana Writing Rubric, then score the writing prompt responses.

The concern when assessing writing is accuracy, reliability, and validity in scoring. With the guidance of Dr. Kevin Bailey, the National Writing Project Coordinator and Indiana University Professor, and the guidance from North Spencer's Literacy Coordinator, teachers were trained in the use of the Indiana Writing Rubric for prompt writing assessment purposes. Anchor papers for each of the levels present on the Indiana Writing Rubric were identified and then discussed by the faculty. Scoring is completed in a process called "Table Grading" in the following manner:

- 2-3 teachers score prompts together.
- Each teacher reads a piece of student work and records a holistic score they feel best reflects the writing. This score is not seen by the other teacher (s) in the group.
- The paper is then passed to the next teacher in the group who also scores the paper, keeping the score private.
- Once the teacher in the group scores the paper, the scores given by the individual teachers are revealed.
- Teachers then discuss reasons for the given score and reach consensus on the score that most accurately represents the piece of writing.
- When a decision cannot be reached, an additional person is brought into the conversation until consensus is obtained.

Accuracy and validity are achieved through the "Table Grading" process, the use of anchor papers, and the continued training and review on a yearly basis of prompt writing and the use of the Indiana Writing Rubric.

Chart 16
Third grade scores show a significant gap among all subgroups.

Year	Male	Female	Reg. Ed.	Spec. Ed.	Free/ Reduced	Paid
Disaggregated Data **3rd Grade April School-Wide Prompt Writing** **Writing Development** **Percent Passing**						
2012-13	60%	73%	88%	45%	72%	79%
2013-14	64	70	84	58	74	80
2014-15	48	52	50	25	42	53
2015-16	65	80	64	0	58	72
2016-17	30	42	74	26	42	65

Chart 17
Fourth grade scores show a significant gap among regular education and special education.

Year	Male	Female	Reg. Ed.	Spec. Ed.	Free/ Reduced	Paid
Disaggregated Data **4th Grade April School-Wide Prompt Writing** **Writing Development** **Percent Passing**						
2012-13	72%	67%	80%	50%	78%	84%
2013-14	78	84	80	70	84	88
2014-15	63	60	68	62	70	74
2015-16	70	78	70	25	68	78
2016-17	54	42	52	35	68	46

Chart 18
Fifth grade scores show a significant gap among regular education and special education.

Year	Male	Female	Reg. Ed.	Spec. Ed.	Free/ Reduced	Paid
Disaggregated Data **5th Grade April School-Wide Prompt Writing** **Writing Development** **Percent Passing**						
2012-13	54%	74%	70%	25%	57%	65%
2013-14	68	84	70	50	83	80
2014-15	50	50	65	25	50	50
2015-16	64	72	78	50	60	71
2017-18	58	48	75	51	64	70

Chart 19
Sixth grade scores a significant gap among regular education and special education and among free and reduced and paid.

| | | | | | Free/ | |
Year	Male	Female	Reg. Ed.	Spec. Ed.	Reduced	Paid
Disaggregated Data						
6th Grade April School-Wide Prompt Writing						
Writing Development						
Percent Passing						
2012-13	80%	85%	85%	60%	73%	85%
2013-14	75	80	84	60	74	88
2014-15	75	75	100	50	75	80
2015-16	60	80	82	62	70	75
2016-17	70	35	64	52	60	38
2017-18	40	36	54	20	36	42

Disaggregation of April School Wide Prompt Writing

The disaggregated results for 3rd grade and 6th grade indicate that there is a discrepancy between the performances of each of the sub-groups.

Benchmark Prompt Writing
Benchmark Prompt Writing is scored by individual classroom teachers holistically using the Indiana Writing Application 6pt. Rubric and the Indiana Language Conventions 4 pt. Rubric. Teachers conference with one another on papers that are below a 4 in order to reach consensus on the appropriate score and to ensure that 20% of the writing was scored using the table grading process.

Each paper receives 2 scores, one for each of the rubrics. The scores represent a holistic look at the student writing keeping in mind the traits that went into determining the holistic score: ideas and content, organization, style/voice. The benchmark prompt writing is then used to provide both whole group and individual discussion in order to improve.

Students in Kindergarten are scored on the Blackburn Cramp Developmental Writing Scale. This scale represents 8 developmental levels. Students in kindergarten are expected to reach a level 6 by the end of kindergarten. Kindergarten writing is scored entirely using the table grading method.

Conclusions and Reflections of Faculty and Staff
The teachers at Chrisney Elementary feel pride in the accomplishments that they have made. Our teachers realize that there is still more to learn. Every year we have teachers participate in writing professional development, including 6 Trait Writing, Four Blocks, Indiana Writing Initiative and most recently, Smekens. Teachers meet weekly in 30-60 minute study groups and focus on the best practices of teaching. During some of these meetings, writing is the focus. Chrisney participates in hallway walks and instructional audits which help inform the staff of consistencies and weakness throughout the building.

We feel that our continued growth will be dependent on professional development whether through study groups, workshops, professional literature and/or self-awareness. We plan to remain focused on the research of best practices through our study groups and then implement any new ideas that we find. We continue to strive toward a consistency that will follow each student from kindergarten through sixth grade. We plan to maintain a focus on the writing of extended responses and writing prompts and table score more than just two pieces each year. We need to see an increase in the number of students who are taught to use rubrics to score their own writing. Finally, we would like to continue to monitor the effects that our new and improved writing program has on students who are involved K-6. We know that with drive, focus and the proper resources and training, we can truly make a difference with student writing.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
Chart 28

	1st	2nd	3rd	4th	5th	6th	Schoolwide Average
2008-09	86%	92%	76%	65%	68%	46%	72%
2009-2010	95%	92%	100%	79%	81%	89%	89%
2010-11	90%	90%	80%	84%	85%	80%	84%
2011-12	88%	94%	76%	83%	83%	96%	88%
2012-13	88%	69%	87%	79%	60%	100%	81%
2013-14	92%	89%	84%	92%	90%	96%	90%
2014-15	91%	70%	65%	60%	80%	80%	74%
2015-16	90%	90%	68%	74%	80%	81%	81%
2016-17	78	90	54	64	70	58	78
2017-18	86	92	84	74	72	68	80

The key to succeeding academically is reading. Children who develop good reading skills are more likely to succeed both in school and in the future.

We are focused on the reading achievement of each student. We want our students to develop their reading skills and be able to read on grade level. To ensure success for each student and prevent reading failure, we realize that we need to monitor the growth of each student throughout each grade level. To accomplish this we are using an assessment called DIBELS. DIBELS stands for Dynamic Indicators of Early Literacy Success. This assessment allows us to see which early literacy skills a student has or doesn't have. The literacy skills vary at each grade level but have a natural order to them. For example,

At Kindergarten we look for, listen to and assess:
- Letter naming
- Initial sounds

At First Grade we look for, listen to and assess:
- Letter naming
- The segmenting of words (cat can be segmented by saying /c/ /a/ /t/)
- Decoding (sounding out the word)
- Oral reading (reading with an appropriate speed)

At Second Grade we look for, listen to and assess:
- Decoding (sounding out the word)
- Oral reading (reading with an appropriate speed)

At grades Third – Sixth, we look for, listen to and assess:
- Oral reading (reading with an appropriate speed)

Once we have identified how a student is performing with each of these skills, we can then focus our instruction on the needs of the student in order to ensure reading success.

Disaggregation of DIBELS Reading Fluency Assessment

As indicated in chart 28 there appears to be a gap between 3rd and 4th grade results with an increase occurring after this turning point. As indicated in charts 29-32 here was no true discrepancy between the subgroups with the exception of male versus female. This discrepancy widens as the students approach 6th grade. During the 2014-15 school year we transitioned to the increased rigor of the new Indiana Standards.

Chart 29

| | | | | | Free/ | |
Year	Male	Female	Reg. Ed.	Spec. Ed.	Reduced	Paid
		Disaggregated Data				
		3rd Grade DIBELS				
		Reading Fluency				
		Percent Passing				
2012-13	84	90	87	0	67	87
2013-14	78	80	90	60	74	88
2014-15	63	63	75	0	78	71
2015-16	52	61	70	0	75	78
2016-17	60	48	68	20	68	20
2017-18	62	68	83	20	68	72

Chart 30

| | | | | | Free/ | |
Year	Male	Female	Reg. Ed.	Spec. Ed.	Reduced	Paid
		Disaggregated Data				
		4th Grade DIBELS				
		Reading Fluency				
		Percent Passing				
2012-13	86	75	93	50	20	100
2013-14	80	84	92	67	70	90
2014-15	57	67	63	62	86	63
2015-16	63	70	72	68	74	80
2016-17	55	68	70	72	80	47
2017-18	54	64	78	48	64	68

Chart 31

| | | | | | Free/ | |
Year	Male	Female	Reg. Ed.	Spec. Ed.	Reduced	Paid
		Disaggregated Data				
		5th Grade DIBELS				
		Reading Fluency				
		Percent Passing				
2012-13	42	71	70	33	25	79
2013-14	82	80	72	50	75	80
2014-15	75	82	77	100	50	78
2015-16	70	68	72	40	33	69
2016-17	52	68	68	36	62	41
2017-18	54	68	74	24	64	72

Chart 32

Year	Male	Female	Reg. Ed.	Spec. Ed.	Free/ Reduced	Paid
		Disaggregated Data **6th Grade DIBELS** Reading Fluency Percent Passing				
2012-13	100	100	100	100	100	100
2013-14	90	90	100	75	90	100
2014-15	88	70	77	30	25	86
2015-16	74	68	70	25	72	76
2016-17	45	62	60	36	28	58
2017-18	40	42	67	28	24	52

Scholastic Reading Inventory

Scholastic Reading Inventory (SRI) is a researched based tool utilized to measure a child's reading comprehension level and growth through a lexile score. This online tool is utilized monthly in grades 1-6. Results are utilized monthly to determine individual and small group reading needs for instruction. During the 2014-15 school year we transitioned to the increased rigor of the new Indiana Standards.

	1st	2nd	3rd	4th	5th	6th	Schoolwide Average
2012	85%	93%	90%	81%	87%	96%	89%
2013	60%	89%	95%	92%	90%	91%	90%
2014	67%	82%	67%	90%	90%	89%	89%
2015	87	88	72	75	80	70	79%
2016	90	91	68	74	81	78	80%
2017	88	90	54	63	58	52	64
2018	87	92	84	87	74	60	81

Comprehensive Needs Assessment Summary

A comprehensive look at all aspects of curriculum and instruction was completed in the fall of 2015 and spring of 2016. Data was collected and analyzed from the following: ISTEP+, prompt writing, Dibels, corporation benchmarks, hallway walks and self audits (see appendix for audits and hallway walk documentation), student, parent and teacher surveys. (See appendix for survey questions and results.)

Surveys from parents and students indicate a high approval rating for the job the school is doing in communicating and educating students. The students feel safe in the school, but both parents and students felt that students are disrespectful to one another. Teachers are reinforcing appropriate interactions, the school counselor provides lessons on name-calling and bullying and the school has implemented a morning message dealing with respect. We are all well aware of the impact this has on our school and its success. This will continue to be monitored.

The teachers at Chrisney Elementary feel pride in their accomplishments, but realize that a more balanced approach to literacy must be pursued. Analysis of the data indicates the continued need for a focus on comprehension of text with an emphasis on vocabulary. In addition, there is still a documented need to continue our focus on writing with an emphasis on prompt writing and constructed response. Data reflects inconsistencies between and among all subgroups. A focus on the use of differentiated instruction in all classrooms will provide a stronger approach to instruction in order to meet the needs of all learners.

Research has been ongoing through study groups regarding best practices in reading instruction. A scope and sequence of these strategies has been developed, however, the staff realizes this scope and sequence must be implemented consistently from grade to grade in order to ensure a seamless flow of curriculum instruction. Technology has allowed us to more closely monitor student progress. Core vocabulary lists have been developed to ensure that a common language is being used throughout the building. Hallway walks and self audits have been staff created and implemented to ensure consistency of expectations throughout the building. These two pieces will continue to be refined as our practices and knowledge increase. By monitoring student performance, we hope to recognize areas of weaknesses earlier, which will allow us more time for intervention and remediation. Clearly, a balanced literacy approach and the implementation of differentiated instruction techniques will lead us to continual growth in both our students and staff.

Math has been a strength at Chrisney Elementary, but teachers have struggled with instructing students in the area of problem solving to a mastery level. As teachers have gained in their understanding of the role number sense plays in a child's success and true understanding of math, the teachers are committed to further research and discussion on this topic, which will in turn develop a goal action plan moving forward. Number sense should be part of the daily math routine/instructional block.

As stated in the Chrisney Elementary Mission Statement, Chrisney Elementary is committed to providing an environment in which students are learning, respecting, striving – achieving beyond

the standard." The Belief Statements of Chrisney Elementary further reflect a focus on reading, writing and lifelong achievement. It was stated in the Belief Statements that "students should be actively engaged in a learning environment where they connect, share and expand." Therefore, the chosen goals of improved reading comprehension and an increased writing ability are in line with and supportive of the gathered data. In addition, we have added number sense even though it is still in the beginning stages of development and implementation.

Chrisney Elementary has put into place strategies within the building that support the chosen goals and reflect Best Practices. These strategies are reflected within the organizers on the pages that follow with further description within the appendix. Upon reflection and research throughout the past 3 years, the staff has found that strategies must occur within every classroom and at every grade level in order to provide improvement and growth in the goal areas. The transition from classroom to classroom must be seamless, as each year must build upon the strategies put into place the previous year. Hallway walks are conducted to ensure consistency within the building. As important as the chosen strategies, are the underlying documents that have been created by the staff: a scope and sequence of reading strategies K-6, a scaffolding of vocabulary terms and concepts for each grade level, a plan for core vocabulary instruction at each grade level, a monthly prompt writing binder for each grade level that includes anchors, a parent handbook for writing, as well as a Student Data Notebook for each student in order for the students to have ownership over their own learning and achievement.

Parent communication is of the utmost importance; therefore, the staff has developed monthly goals sheets for each grade level and individual students when applicable. In addition, a plan for ongoing communication has been developed and scaffolded throughout the year. (See appendix.)

Writing Goal Action Plan

Goal: Students will demonstrate an increased writing ability across the curriculum.

The increased writing ability will be exhibited in the following manner:

1. The percentage of students who pass the Applied Skills Writing portion of the ISTEP+ Language Arts test will increase annually by 2%.
2. The percentage of students who pass the third quarter Corporation Writing Benchmark will increase annually.
3. The percentage of students who pass the School-Wide Writing Prompt given in April will increase annually by 2%.

Description of Goal:

Students will improve in the following areas of writing development:

- **using the writing process for planning and developing pieces of writing;**
- showing the awareness of the crafting of good writing by creating strong leads and conclusions, and using richer and more specific vocabulary;
- creating stories with beginnings, middles, and ends;
- providing relative, supporting details;
- writing effective pieces for a variety of purposes and audiences;
- writing for a variety of authentic purposes, i.e. business letters, friendly letters, news articles, announcements, advertisements, etc.;
- utilizing correct language mechanics, proper usage, and conventional spelling.
- writing across the curriculum
- utilizing anchors to improve their own writing and writing expectations.
- reflecting on writing through student data notebook entries.

Teachers will implement the following in the area of writing development to improve student writing development:
- an instructional block of writing lasting 30-60 minutes daily as defined below.
  - Writing Workshop
    - Teaching   Time: 5-15 minutes
      - Mini-lessons
      - Teacher modeling
    - Writing   Time: 20-30 minutes
      - Students brainstorming, drafting, revising, editing, conferencing.
      - Teacher working/conferencing individually or with small groups.
    - Sharing   Time: 5-10 minutes
      - Students or teacher sharing some aspect of the day's work that highlights something connected to an aspect of the workshop.
- A writing workshop environment that includes modeling of all parts of the process as well as whole group and individualized instruction.
- The use of No Excuse Words, core vocabulary, and spelling rules and lists created by the school corporation.

- A way in which to publish student writing in some manner: purple word boards, oral presentations, newsletters, etc.
  - The selection of a quarterly writing and purple word award.
- Opportunities for students to write in or about all academic and special area subject matter.
- Instruction and assessment aligned with an appropriate rubric (Indiana writing rubric or the Blackburn Cramp)
  - Grade level anchors provided to the parent that reflects the rubric and grade level expectation.
- Monthly writing prompts and opportunities for constructed response prompts.
- Table grading of writing prompts quarterly with either colleagues or the literacy consultant.
- Creation and utilization of an anchor binder for modeling and scoring purposes

Target Area	Target Group	Goal: Students will improve their writing across the curriculum.					
		Support Data: ISTEP+ exam grades 3-7		**Standardized Assessments:** ISTEP+ grades 3-7			**Local Assess** Spencer Count Notebook, Scho
		Research/Best Practice Sources: IWIN Training Resources, Lucy Calkins, IRA, Fountas and Pinnell, Donald Graves					
		Strategies to implement intervention:	**Person Accountable**	**Time Line**		**Resources**	**Staff Dev**
				Beg.	**End**		
Prof. Dev.	K-6, all groups	Teachers will begin understanding, developing and scaffolding grade level appropriate constructed response opportunities.	All teachers across the curriculum	2014	2017	Literacy Consultant	All teachers wi level appropriat will meet to cre handbook.
Prof. Dev.	K-6, all groups	Students will write to a prompt five times per year or more as needed.	Classroom teachers	2014	2016	Time	All teachers wi level appropriat will meet to cre
Assessment	K-6, all groups	Students will be given writing opportunities in special area classes each quarter.	All teachers across the curriculum	2014	2017	Collaboration Time	Teachers will c and monitor a s
Family Involvement	K-6, all groups	Students and families will receive grade-level appropriate prompt writing anchors.	Entire Staff	2013	2017	Title 1	Teachers will t to establish con
Assessment	K-6, all groups	Students will monitor growth and quality of writing in their data notebooks .	Classroom Teachers	2013	2017	Prof. Learning Community, Literacy Consultant	Teachers will d expectations fo
Family Involvement	1-3, all groups	Students and families will receive grade-level appropriate reader's notebook writing anchors.	Entire Staff	2010	2017	Title 1	Teachers will c the Reader's No
Prof. Dev.	All groups	Teachers will analyze ISTEP+ writing responses and table grade to ensure consistency and understaning.	Classroom Teachers	2010	2017	ISTEP+ writing, Indiana Writing Rubrics	Teachers will c grading session

Reading Goal Action Plan

Goal: All students will demonstrate improved reading comprehension through a balanced literacy approach to literacy across the curriculum.

The improved reading comprehension will be exhibited in the following manner:

1. The percentage of students who perform at the proficient level on the Language Arts portion of the ISTEP+ will increase annually by 1% in the following standards:
    ● Standard 2 Literary Text
    ● Standard 3 Nonfiction Text
2. The percentage of students who receive a grade level appropriate Lexile score on the Scholastic Read 180 SRI test during the 3ʳᵈ quarter will increase annually.
3. The percentage of students who perform at or above grade level on the DIBELS assessment will increase annually by 2%.

Description of Goal:

Students will improve in the following areas of reading comprehension:
▪ Ability to create a written response to what was read either through a constructed response, reader's notebook or other assessment method such as a graphic organizer
▪ Ability to utilize identified comprehension strategies across the curriculum
▪ Ability to read fluently within grade level text.
▪ Ability to identify basic elements of text whether fiction or non-fiction
▪ Ability to identify main idea in fiction and non-fiction text.

Teachers will implement the following in the area of reading comprehension in order to improve overall student comprehension:
▪ an instructional block of time no less than 90 uninterrupted minutes daily to include the following:

● Reading Workshop
    o Independent/Silent Reading   Time: 20 minutes
        ▪ Students Reading Independently
        ▪ Teacher conducting a small guided reading group
    o Shared Reading   Time: 20-30 minutes
        ▪ Whole Class Grade Level Teaching
        ▪ Emphasis on Comprehension Strategies
    o Guided Reading   Time: 20-40 minutes
        ▪ Students at Literacy Stations
        ▪ Teacher conducting small guided reading groups
        ▪ Students interacting with leveled text
    o Read Aloud   Time: 15-20 minutes
        ▪ Teacher reading aloud to entire class.
        ▪ Reading used as springboard.

● Phonics/Spelling Workshop   Time: 15 minutes

- Explicit teaching of word-specific knowledge as appropriate/specific to grade level.
  - Prefix and Suffix Scaffolding
  - Vocabulary Scaffolding

- **A differentiated approach to instruction and assessment**
- Daily fluency practice
- A print rich environment which includes vocabulary charts, mini lesson charts, and strategies for the reader
- Before, during and after reading activities that follow the gradual release of responsibility model.
- Direct instruction of core vocabulary which includes multiple exposures to the word through the following:
  - Read alouds
  - Vocabulary journals based upon the work of Marzano that include:
    - Students writing own definition
    - Writing a "real" definition
    - Synonyms/antonyms
    - Depictions or visual representations
    - Part of speech
    - Root/prefix/suffix
  - Core vocabulary charts/walls
  - Direct instruction
  - Multiple Exposures to include:
    - Games
    - Word Sorts/categorizing
    - Vocabulary journals
    - Interactions with peers during guided reading literacy station
- Direct instruction of strategies to determine meaning of unknown words in text.
- Intervention when assessment indicates a student is not achieving at the grade level expectation.
- Direct instruction of the corporation identified comprehension strategies that follow the gradual release of instruction model.
- Formal and informal ongoing assessment of progress with regards to comprehension.
- A overall focus and approach on the 5 key areas of literacy: fluency, vocabulary, phonemic awareness, comprehension, and phonics
- Increased communication with parents concerning key areas of literacy and individual student growth (see appendix)

Support Data: ISTEP+ exam grades 3-7

Standardized Assessments: ISTEP+ grades 3-7

Local Asses... Benchmarks, Notebook, Stu... BER videos

Research/Best Practice Sources: The Daily Five, Fountas and Pinnell, Debbie Miller, Carolyn Coil, Kristina Smekens

Target Area	Target Group	Strategies to implement intervention:	Person Accountable	Time Line Beg.	Time Line End	Resources	Professio...
Prof. Dev.	1-6, all groups	Teachers will develop constructed response instruction and curriculum that is aligned to state expectations.	Classroom Teachers	2016	2017	Literacy consultant, core standards, samples	Staff mem... expectatio...
Prof. Dev.	K-6, all groups	Teachers will analyze ISTEP+, benchmarks, Dibels and Read 180 SRI, Story Element assessment to guide instruction and remediation.	Classroom Teachers	2012	2017	Literacy Consultant, Director of Assessment, READ 180 trainer, assessment results	Staff member... the assessm... results
Inter-vention	1-6, all groups	Students will respond to text on a weekly basis within a reader's notebook.	Classroom Teachers	2015	2017	Reader's Notebook, Fountas and Pinnell book regarding Reader's Notebook	Staff mem... expectatio...
Inter-vention	K-6, all groups	Students will receive instruction in the grade-level appropriate comprehension strategies.	Classroom Teachers	2015	2017	Literacy Consultant, scaffolding, video series	Teachers... modeling, an... teach...
Prof. Dev.	K-6, all groups	Teachers will revisit and revise core vocabulary lists	Classroom Teachers	2014	2017	Literacy consultant, core standards	S...
Prof. Dev.	1-6, all groups	Teachers will create main idea instructional materials and assessments	Classroom Teachers	2016	2017	Literacy consultant, core standards	S...
Inter-vention	K-6, all groups	Teachers will implement strategies to improve vocabulary.	Classroom Teachers	2013	2017	Literacy consultant, professional literature	Teachers... modeling, an... teach...
Inter-vention	K-6, all groups	Students and teachers will create vocabulary walls and/or charts within the classroom	Classroom Teachers	2011	2017	Literacy consultant, professional literature	Professional... shar...

Professional Development Needs for Completion of Reading Goal

2015-16

➢ Use data from pre and post assessments for core vocabulary to inform instruction.
➢ Provide resources for the students to select books on their level. (lexile levels)
➢ Continue to use data to drive math differentiation.
➢ Students use technology to enhance learning.

2016 – 17

➢ Develop instructional materials for main idea mastery specifically in non-fiction text.
➢ Scaffold non-fiction text utilizing lexile levels for instruction.
➢ Scaffold reading comprehension focus and strategies.

2017-18

➢ Continue to develop instructional materials for main idea mastery specifically in non-fiction text.
➢ Begin looking at depth of questioning
➢ Revisit scaffolding of reading comprehension focus and strategies. Include story mapping in grades 2-6

2018-19
➢ Continue to develop instructional materials for main idea mastery specifically in non-fiction text.
➢ Continue looking at depth of questioning

2019-20
➢ Continue to develop instructional materials for non-fiction text.
➢ Students use technology to enhance learning.
➢ Scaffolding of reading comprehension focus and strategies.
➢ Continue looking at depth of questioning

2020-21
➢ Continue to develop instructional materials for non-fiction text.
➢ Students use technology to enhance learning.
➢ Scaffolding of reading comprehension focus and strategies.
➢ Continue looking at depth of questioning

Mentoring, peer coaching, and teaching already take place within the school. Staff members who have attended learning conferences bring back materials to teach to whole group. This will continue.

Professional Development Needs for Completion of Writing Goal

2015-16
➢ Revisit and revise writing instruction plan for K-6.
➢ Revise hallway walk and instructional audit procedures.
➢ Review and revise expectations for Reader's Notebook.
➢ Continue to share monthly writing goals and expectations with parents through monthly goal sheets.
➢ Implement technology ideas into instruction.
➢ Continue to use student writing to model.

2016-17

➢ Revisit and revise writing instruction plan for K-6.
➢ Revise hallway walk and instructional audit procedures.
➢ Review and revise expectations for Reader's Notebook.
➢ Continue to share monthly writing goals and expectations with parents through monthly goal sheets.
➢ Implement technology ideas into instruction.
➢ Continue to use student writing to model.

2017-18

➢ Revisit writing instruction plan for K-6.
➢ Revise hallway walk and instructional audit procedures.
➢ Review and revise expectations for Reader's Notebook.
➢ Continue to share monthly writing goals and expectations with parents through monthly goal sheets.
➢ Implement technology ideas into instruction.
➢ Continue to use student writing to model.
➢ Begin best practices book study

2018-19

➢ Revisit writing instruction plan for K-6.
➢ Revise hallway walk and instructional audit procedures.
➢ Review and revise expectations for Reader's Notebook.
➢ Continue to share monthly writing goals and expectations with parents through monthly goal sheets.
➢ Implement technology ideas into instruction.
➢ Continue to use student writing to model.

2019-20
➢ Book Study: The Writing Revolution
➢ Language Conventions Scope and Sequence: Writing practice and instruction embedded in ALL contents throughout the day.
➢ Vertical alignment of mastery of skills: (introduced, practiced or mastered)
➢ Revisit writing instruction plan for K-6.
➢ Review expectations for Reader's Notebook.
➢ Continue to share monthly writing goals and expectations with parents through monthly goal sheets.
➢ Implement technology ideas into instruction.
➢ Continue to use student writing to model.

2020-21
➢ Book Study: Eyes Are Never Quiet, by Lori L. Desautels
➢ Language Conventions Scope and Sequence: Writing practice and instruction embedded in ALL contents throughout the day.
➢ Vertical alignment of mastery of skills: (introduced, practiced or mastered)
➢ Revisit writing instruction plan for K-6.
➢ Review expectations for Reader's Notebook.
➢ Continue to share monthly writing goals and expectations with parents through monthly goal sheets.
➢ Implement technology ideas into instruction.
➢ Continue to use student writing to model.

Mentoring, peer coaching, and teaching already take place within the school. Staff members who have attended learning conferences bring back materials to teach to whole group. This will continue. Discussion and monitoring will take place yearly within the evaluation ingredient.

<div align="center">**Number Sense Goal Action Plan**</div>

<u>Goal: All students will demonstrate improved number sense concept understanding.</u>

The improved number sense will be exhibited in the following manner:
- Increased fact fluency mastery.
- Increased number sense mastery as determined by grade level assessments.
- Increased problem solving mastery as determined by ISTEP+

Description of Goal:

Students will improve in the following areas of number sense:
- Ability to explain concepts conceptual beyond rote memorization of the concept or skill.
- Ability to fluently work within facts: addition, subtraction, multiplication, division.

Teachers will implement the following in the area of number sense in order to improve overall student conceptual understanding:
- **Number Sense routines as part of the daily program.**
- **Conceptual development prior to and while teaching any new skill.**

Professional Development

2017-18
> Further develop and implement consistent problem solving approach.
- Utilize quick checks to determine needs/remediation/daily instruction – share what this looks like during study groups

<div align="center">

Notes for Student Data Notebooks
Revised – June 2016

</div>

- **The Notebook/Binder will be . . .**
  - Tabbed in the following topic order
    - Dibels
    - Writing Prompt
    - Math Fluency
    - SRI

- **The topics will include . . .**
  - **Dibels**
    - Julie will print the beginning of the year graph for each student.
    - Students will graph their progress. For some this may only be 3 times per year.
  - **Benchmarks**
    - Teachers will print a copy of the benchmark checklist for each student at the beginning of the year.
  - **Reader's Notebook**
    - This will contain any entry chosen by the student throughout the semester. One will be chosen each semester. The entry will be dated by the student.
    - Either on a post-it note or in a colored pen, the student will respond using the following prompt: "I chose this entry because . . ."
    - Teachers will model acceptable responses, but the response itself and the grammar/spelling used should be the students. We want full student ownership here and errors made by the student do send a message to others.
  - **Writing Prompt**
    - This will contain the beginning of the year prompt and the end of the year/April prompt. The entry will be dated by the student.
    - Either on a post-it note or in a colored pen, the student will respond using the following prompt: "To make this better I would . . . "
    - Teachers will model acceptable responses, but the response itself and the grammar/spelling used should be the students. We want full student ownership here and errors made by the student do send a message to others.
  - **Writing Process**
    - This will contain any entry chosen by the student throughout the semester. One will be chosen each semester. The entry will be dated by the student.
    - Either on a post-it note or in a colored pen, the student will respond using the following prompt: "I chose this entry because . . ."

- Teachers will model acceptable responses, but the response itself and the grammar/spelling used should be the students. We want full student ownership here and errors made by the student do send a message to others.
    - **ISTEP+**
        - Julie will give teachers the extra student score sheet. Teachers or Julie will explain the score sheet to the students.
        - Either on a post-it note or in a colored pen, the student will respond using the following prompt: "I want to improve . . . "
        - Teachers will model acceptable responses, but the response itself and the grammar/spelling used should be the students. We want full student ownership here and errors made by the student do send a message to others.

Additional notes:
- All entries will be placed in front of the previous entries.
- All entries must be dated.
- Notebooks will be kept in the classroom for student use and accountability.
- Notebooks will be put together over the summer by Julie (and Susan).
- *We'll change and adjust as needed*

Month	Assessment	Method of Collection	Discussion	Implementation	Communica... Parent
August	Writing Prompt	Student Data Notebook	Table Grading	Writer's Workshop	Opportunity Data Notebo handbook pr
					Community Discussion h 2 times Monthly Goa
September	School Wide Dibels	Student Data Notebook, Online Entry and Copy to Principal	Study group and individually with principal	Guided Reading and Read 180	Graph and e home - Title
	Intervention Dibels every 2 weeks	Student Data Notebook, Online Entry and Copy to Principal	Individually with principal	Guided Reading and Read 180	Graph sent h
	Reader's Notebook - 1 time per week for 3-6, 1 time every other week for 2nd	Reader's Notebook	Teacher with student	Writing/Shared Reading	Sent home a Data Notebo
					Community Discussion h 2 times Monthly Goa
October	ELA and Math Benchmarks	Student Data Notebook, Online Entry and Copy to Principal	Teacher, Student, Principal	Remediation	Checklist se Score sent h provided
	Writing Prompt (ELA B'marks)	Table Grading and to Principal	Table Grading	Writing Workshop	
	Processed Writing (from throughout quarter)	To Principal	Teacher with student, teacher and principal	Writing Workshop	All writing ke Workshop o available any sent home
	Intervention Dibels every 2 weeks	Student Data Notebook, Online Entry and Copy to Principal	Individually with principal	Guided Reading and Read 180	Graph sent h
	Reader's Notebook - 1 time per week for 3-6, 1 time every other week for 2nd	Reader's Notebook	Teacher with student	Writing/Shared Reading	Sent home a Data Notebo
					Parent Teac Held - All St Community Discussion h 2 times Monthly Goa
November	Intervention Dibels every 2 weeks	Student Data Notebook and Copy to Principal	Individually with principal	Guided Reading and Read 180	

Month	Assessment	Documentation	Who	Connection	Communication
	Reader's Notebook - 1 time per week for 3-6, 1 time every other week for 2nd	Reader's Notebook	Teacher with student	Writing/Shared Reading	Sent home a Data Notebo
					Community Discussion h 2 times Monthly Goa
December	ELA and Math Benchmarks	Student Data Notebook, Online Entry and Copy to Principal	Teacher, Student, Principal	Remediation	Checklist se
	Writing Prompt (ELA B'marks)	Table Grading and to Principal - one from semester in Student Data Notebook	Table Grading	Writing Workshop	Score sent h provided
	Intervention Dibels every 2 weeks	Student Data Notebook, Online Entry and Copy to Principal	Individually with principal	Guided Reading and Read 180	Graph sent h
	Processed Writing (from throughout quarter)	To Principal and one from semester in student data notebook	Teacher with student, teacher and principal	Writing Workshop	All writing ke Workshop o available an sent home
	Reader's Notebook - 1 time per week for 3-6, 1 time every other week for 2nd	Reader's Notebook	Teacher with student	Writing/Shared Reading	Sent home a Data Notebo
	Story Element Assessment	Student Data Notebook	Study Group	Shared/Guided Reading	Opportunity discussion in Notebook
					Community Discussion h 2 times Monthly Goa
January	School Wide Dibels	Student Data Notebook, Online Entry and Copy to Principal	Study group and individually with principal	Guided Reading and Read 180	Graph and e home
	Intervention Dibels every 2 weeks	Student Data Notebook, Online Entry and Copy to Principal	Individually with principal	Guided Reading and Read 180	Graph sent h
	Reader's Notebook - 1 time per week for 3-6, 1 time every other week for 2nd	Reader's Notebook	Teacher with student	Writing/Shared Reading	Sent home a Data Notebo
					Community Discussion h 2 times Monthly Goa
February	Intervention Dibels every 2 weeks	Student Data Notebook, Online Entry and Copy to Principal	Individually with principal	Guided Reading and Read 180	Graph sent h

Month	Assessment	Documentation	Who	Program	Communication
	Reader's Notebook - 1 time per week for 3-6, 1 time every other week for 2nd	Reader's Notebook	Teacher with student		
					Parent Teac... held - As re... Community Discussion h... 2 times Monthly Goa...
March	ELA and Math Benchmarks	Student Data Notebook, Online Entry and Copy to Principal	Teacher, Student, Principal	Remediation	Checklist se...
	ISTEP+	Student Data Notebook, Online Entry and Copy to Principal	N/A	N/A	
	Writing Prompt (ELA B'marks)	Table Grading and to Principal	Table Grading	Writing Workshop	Score sent h... provided
	Processed Writing (from throughout quarter)	To Principal	Teacher with student, teacher and principal	Writing Workshop	All writing ke... Workshop o... available any... sent home
	Intervention Dibels every 2 weeks	Student Data Notebook, Online Entry and Copy to Principal	Individually with principal	Guided Reading and Read 180	Graph sent h...
	Reader's Notebook - 1 time per week for 3-6, 1 time every other week for 2nd	Reader's Notebook	Teacher with student	Writing/Shared Reading	Sent home a... Data Notebo...
					Community Discussion h... 2 times Monthly Goa...
April	Intervention Dibels every 2 weeks	Student Data Notebook, Online Entry and Copy to Principal	Individually with principal	Guided Reading and Read 180	Graph sent h...
	Reader's Notebook - 1 time per week for 3-6, 1 time every other week for 2nd	Reader's Notebook	Teacher with student	Writing/Shared Reading	Sent home a... Data Notebo...
					Community Discussion h... 2 times Monthly Goa...
May	School Wide Dibels	Student Data Notebook, Online Entry and Copy to Principal	Study group and individually with principal	Guided Reading and Read 180	Graph and e... home
	ISTEP+	Student Data Notebook, Online Entry and Copy to Principal	Study Group, Teacher, Student, Principal	Remediation and/or Read 180	Opportunity ... and school w... with principa...

ELA and Math Benchmarks	Student Data Notebook, Online Entry and Copy to Principal	Teacher, Student, Principal Table	Remediation Writing Workshop	Checklist se Score sent h provided
Writing Prompt (ELA B'marks)	Table Grading and to Principal	Grading		
Processed Writing (from throughout quarter)	To principal and one from semester in Student Data Notebook	Teacher with student, teacher and principal	Writing Workshop	All writing ke Workshop of available any sent home
Intervention Dibels every 2 weeks	Student Data Notebook, Online Entry and Copy to Principal	Individually with principal	Guided Reading and Read 180	Graph sent h
Reader's Notebook - 1 time per week for 3-6, 1 time every other week for 2nd	Reader's Notebook	Teacher with student	Writing/Shared Reading	Sent home a Data Notebo
Story Element Assessment	Student Data Notebook	Study Group	Shared/Guided Reading	Opportunity discussion ir Notebook
				Community Discussion h 2 times

Observer's Name: _____   Da

Directions: Put a check next to each practice observed.

Observed the teacher...	K	L
providing 30-45 minutes of time for writing class.		
maintaining an environment with clear procedures & expectations for student growth in writing.		
providing a mini-lesson to teach a trait or craft.		
utilizing a tradebook (or other published text), or an anchor paper to model a trait or craft.		
modeling with your own writing to teach a trait or craft.		
conferencing with students.		
utilizing a rubric to score student writing.		
conferring with a colleague about a student's writing (assessing, instructional ideas etc.)		
Observed students...		
utilizing a writing notebook, folder, or binder to organize materials for writing class.		
developing a prewrite for a piece of writing.		
drafting or revising a piece of writing.		
editing a piece of writing.		
working on publishing a writing piece.		
sharing their writing.		
utilizinf classroom resources to help themselves with their writing (i.e. the teacher, peers, graphic organizers, classroom walls, writing notebooks etc.)		
using a rubric to self-assess their writing.		

Dibels and DRA 2 Word Analysis
Assessment and Guided Reading Grouping Plan
Grades 1-3

<u>August</u>
- Prescribed grade level Dibels assessment for grade 1
- Prescribed grade level Dibels assessment for grade 2 and 3
- Grade 3 Dibels fluency assessment for grade 2 and 3 students for grouping purposes.
- Grade 1 Dibels fluency assessment for grade 1.
- Group by fluency score.

<u>September</u>
- Dibels progress monitoring for grade 1on grade 1 passage.
  - Any student reading receives grade 3 fluency assessment too.
- Dibels progress monitoring for grades 2 and 3 on 3rd grade passage.
- Group by fluency score.
- *Progress monitor those at risk on grade level fluency.*

<u>October</u>
- Dibels progress monitoring for grade 1on grade 1 passage.
  - Any student reading receives grade 3 fluency assessment too.
- Dibels progress monitoring for grades 2 and 3 on 3rd grade passage.
- Assess grade 1 students with DRA task 9.
- Assess grade 2 students with DRA task 9 and 17
- Assess grade 3 students with DRA task 17 and 22
- Group according to fluency and DRA completion.
- *Progress monitor those at risk on grade level fluency.*

<u>November</u>
- Dibels progress monitoring for grade 1on grade 1 passage.
  - Any student reading receives grade 3 fluency assessment too.
- Dibels progress monitoring for grades 2 and 3 on 3rd grade passage.
- Group by fluency score.
- *Progress monitor those at risk on grade level fluency.*

<u>December</u>
- Dibels progress monitoring for grade 1on grade 1 passage.
  - Any student reading receives grade 3 fluency assessment too.
- Dibels progress monitoring for grades 2 and 3 on 3rd grade passage.
- Assess grade 1 students with DRA task 9 and 17.
- Assess grade 2 students with DRA task 22 and 26
- Assess grade 3 students with DRA task 26 and 28 and 32.
- Group according to fluency and DRA completion.
- *Progress monitor those at risk on grade level fluency.*

<u>January</u>
- Dibels progress monitoring for grade 1on grade 1 passage.
  - Any student reading receives grade 3 fluency assessment too.
- Dibels progress monitoring for grades 2 and 3 on 3rd grade passage.
- Group by fluency score.
- *Progress monitor those at risk on grade level fluency.*

<u>February</u>
- Dibels progress monitoring for grade 1on grade 1 passage.
  - Any student reading receives grade 3 fluency assessment too.
- Dibels progress monitoring for grades 2 and 3 on 3rd grade passage.
- Assess grade 1 students with DRA task 22 and 26
- Assess grade 2 students with DRA task 26 and 28
- Assess grade 3 students with DRA task 28 and 29
- Group according to fluency and DRA completion.
- *Progress monitor those at risk on grade level fluency.*

<u>March</u>
- Dibels progress monitoring for grade 1on grade 1 passage.
  - Any student reading receives grade 3 fluency assessment too.
- Dibels progress monitoring for grades 2 and 3 on 3rd grade passage.
- Assess grade 1 students with DRA task 26 and 28 and 32
- Assess grade 2 students with DRA task 28 and 29 and 32
- Assess grade 3 students with DRA task 28 and 29
- Group according to fluency and DRA completion.
- *Progress monitor those at risk on grade level fluency.*

<u>April</u>
- Dibels progress monitoring for grade 1on grade 1 passage.
  - Any student reading receives grade 3 fluency assessment too.
- Dibels progress monitoring for grades 2 and 3 on 3rd grade passage.
- Assess grade 1 students with DRA task 32, 35, 38
- Assess grade 2 students with DRA task 32, 35, 38
- Assess grade 3 students with DRA task 32, 35, 38
- Group according to fluency and DRA completion.
- *Progress monitor those at risk on grade level fluency.*

NOTE: Move students forward on DRA assessment as they are able to complete the assessment with 100% accuracy with automaticity.
DRA TASKS: 9, 17, 22, 26, 28, 29, 32, 35, 38.

Independent Reading & Reader's Response Expectations

Independent "Silent" Reading

- What is the purpose of silent reading?
  - Increase fluency and comprehension
  - Expose students to a variety of books and genres
  - Foster student independence in making text choices that can make reading both pleasurable and useful throughout life

- How long should students read silently?   **Kindergarten** / build to 10 Minutes Daily
  Grades 1ˢᵗ thru 6ᵗʰ / 10-20 Minutes Daily

- What should students read?
  - Kdg. – 2ⁿᵈ Grade: Students read a variety of "just right" fiction and nonfiction books
  - 3ʳᵈ - 6ᵗʰ Grade: Students read a minimum of 20 books per year

from a variety of genres at their independent
reading level.

Reader's Response to Independent Reading

- **Students should discuss the books they read daily.**

- **Students (grades 2-6) should respond in writing in a Reader's Notebook.**
  - Responses should be literacy based (what was read should be the primary focus of the student response)
  - Personal, or not related to text, comments should be minimal (may be in addition such as a P.S.)

- **What is the purpose of the Reader's Notebook?**
  - To write about what is read to increase comprehension
- Beliefs and Practices - Readers' Notebook.
  - Responses are in friendly letter format.
    - Grade level expectations should be explicitly modeled for content and organization (See scaffolded expectations on back of this page.)
  - Books do NOT have to be finished to respond.
    - Comprehension is greatly reinforced when responses are done throughout a book
  - It is ok for students to respond in notebooks during silent reading or as a guided reading station.
  - Teachers should respond back to students a minimum of twice per grading period.

Chrisney's Scaffolded Expectations for Reader's Notebook:

- o <u>1st Grade</u>
  - Students will respond to text in writing at the end of the fourth quarter
    - Response will be placed in Student Data Notebook as an beginning indicator for 2nd grade teachers.
- o <u>2nd Grade</u>
  - Bi-weekly 2nd grade students will turn in 3 paragraphs with 3-5 Sentences per paragraph
    - First Paragraph – introduction of title, author
    - Second Paragraph- retell (character(s), setting, problem, main events, solution, theme)
    - Third Paragraph –opinion or question about story
  - First semester – students will write on wider lined paper as a transition from first grade's paper to notebook paper.
    - Second semester – all students will transition to notebook paper

- o <u>3rd Grade</u>
  - Weekly students in 3rd grade will turn in 3 paragraphs with 3-5 sentences per paragraph
    - Sentences include more developed details than grade 2
    - First Paragraph – introduction of title, author
    - Second Paragraph- retell (character(s), setting, problem, main events, solution, theme)
    - Third Paragraph –opinion or question about story and a conclusion

- o <u>4th Grade</u>
  - Weekly students in 4th grade will turn in 3 paragraphs with 3-5 Sentences per paragraph
    - First Paragraph – introduction of title, author
    - Second Paragraph- retell (character(s), setting, problem, main events, solution, theme)
    - Third Paragraph – share an opinion, connection, or question about story and include a conclusion
    - Students are still dependent on an organizer for paragraphing format
- o <u>5th Grade</u>
  - Weekly students in 5th grade will turn in a minimum of 3 paragraphs with 3-5 sentences per paragraph
    - May move to choosing response topics from the Reader's Response Notebook in 2nd semester
    - Introduction – introduction of title, author
    - Body- retell (character(s), setting, problem, main events, solution, theme)
    - Conclusion – share an opinion, connection, or question about story and include a conclusion
- o <u>6th Grade</u>
  - Weekly students in 6th grade will turn in a written response - paragraphing and organization become independent
    - students use a variety of the "response prompts" provided in the Reader's Notebook
    - student writing should accurately address the prompt with logical paragraphing and organization
    - Response should include: title, author, a pertinent description of what was read, and an opinion, connection, or question about story

Intervention Area Explanation and Suggestions

Initial Sounds
- *What is it?* Before your child ever sees a word on the page, he or she will hear thousands and thousands of spoken words. Every spoken word is a series of sounds. Recognizing the initial or beginning sound of a word is a first step in becoming a reader.
- *How can I help?* Play with sounds in all parts of words (beginning, middle, and end.) Say a word and ask your child to produce the sound he or she hears at the beginning – not the letter, but the sound. Or, ask your child which word doesn't belong in a series of words like job, juice and toy. Rhyming is also important. Play a game: who can come up with three words that rhyme with cat.

Phoneme Segmentation
- *What is it?* This is how children hear how sounds go together. When you help a child hear and play with sounds in words, you're getting him ready to read, to see those differences between words when they're written down.
- *How can I help?* Say the word cat. Now say it again, slowly. Take it apart. Stress each little sound, from the c sound at the beginning to the a sound in the middle to the t sound at the end. Cat has 3 sounds in it. A child who can tell these sounds apart is on the way to *becoming a reader.*

Comprehension
- *What is it?* We read for a reason. There is no point to reading if it doesn't help us to understand something. If your child can read the words on a page, but doesn't understand what the words mean, she's really not reading. A reader understands the details, the meaning and the ideas behind what is being read.
- *How can I help?* Ask questions. It's a great way to know whether or not your child really understands what he reads. And it stimulates the brain to think and ask questions. When you're reading a story with your child, stop and ask questions once in a while. Don't just ask questions about books, do it about everything you see and do with your child.

Oral Reading Fluency
- *What is it?* The goal of reading is to move through the text smoothly and easily. Teachers call the ability to read accurately and quickly fluency. Fluent readers recognize lots of words on sight, without having to sound them out. Eventually, they get so fluent they can look at groups of words and get their meaning right away. Fluency readers sound natural when they read out loud. And they can focus on the meaning of what they are reading, rather than trying to decode word by word.
- *How can I help?* The way to fluency is to listen to your child read the same pages repeatedly until your child smoothes out all of the bumps. Sometimes, you can take turns reading sentences in a book.

Sight Words
- *What is it?* There are some words that cannot be sounded out and need to be memorized so that you recognize them as soon as you see them. There are 300 sight words that should be learned before 3rd grade. Your child's teacher can give you this list.
- *How can I help?* Help your child learn these letters by finding them in text or practicing them on flashcards. Look for them when you are out driving or at a store.

Putting letter sounds together
- *What is it?* Teachers call the knowledge of how letters represent sounds called phonics. A reader must know what to do when he or she sees a word he doesn't know. He can use this knowledge of letters and sounds to figure them out. Learning the rules of letter sounds takes lots and lots of practice. You would think it would be easy, since there are only 26 letters. But sometimes e makes an eee sound, sometimes it makes an eh sound and sometimes no sound at all. Children will spend a lot of time learning these rules and exceptions to the rules.
- *How can I help?* Ask your child what he or she is learning at school. If your child isn't sure, give the teacher a call. Your support as rules and patterns are being introduced is very important. Some helpful hints include:
  - Cv words are words that have a consonant and then a vowel like be and me.
  - Cvc words are words that have a consonant, vowel, consonant pattern like bat, fat, and fan. The vowel in the cvc word makes a short vowel sound
  - Cvce words are words that have a consonant, vowel, consonant, silent e pattern like bike, make, and take. The e at the end of the word is silent. The silent e on the end of the word makes the vowel say its name.
  - Blends & Digraphs – Some words begin with one sound like <u>s</u>ip and other words begin with two sounds blended together like <u>sn</u>ack, <u>fl</u>ip and <u>br</u>ain. Digraphs are words that begin with two consonants that make only one sound like <u>sh</u>ip, <u>kn</u>own, <u>wh</u>o, <u>wh</u>y, <u>ph</u>one, <u>th</u>ink. Have your child write as many words as they can that begin with _____.

Letter Sounds

- *What is it?* Children need to understand that each letter represents at least 1 sound.
- *How can I help?* Say a letter and ask your child to give you a sound represented by this letter. Do this either aloud or by showing your child a letter card.